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ABSTRACT

Based on research studies, the current literature, and findings emerging from efforts to recruit well-qualified teacher education students for the University of Dayton, seven recommendations were developed for teacher educators to consider in implementing a formal, systematic recruitment program: (1) Teacher recruitment should begin with the identification of the essential characteristics a prospective teacher should possess to excel in teaching; (2) Some type of "personal touch" should be included, such as a personalized letter or an in-depth telephone conversation with a prospective student; (3) Teacher recruitment should include some form of campus visitation to meet with faculty members, administrators, and teacher education students; (4) Recruitment efforts should be a joint enterprise, entailing the cooperation of faculty and admissions office personnel; (5) Teacher recruitment should be a formalized, well-coordinated effort; (6) Recruitment efforts are enhanced if scholarships are available; and (7) Teacher recruitment should be directed at students who have an interest in teaching as both a life-long profession and a short-term career. Steps in planning and implementing a successful recruitment program are outlined in the appendix. (JD)

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Teacher Recruitment:

Recommendations for Program Implementation

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Teacher Recruitment:

Recommendations for Program Implementation

The problem of encouraging able, sagacious persons to pursue teaching careers is complex. Though some would have educators believe that the fault for poor quality teaching rests primarily with teacher educators, in fact the etiology of teacher incompetence where it exists, is attributable to a broader cultural phenomenon - specifically: the way schools are perceived and teachers are treated. Given such a circumstance, pointing the finger at any single group is inappropriate, if not counterproductive.

Almost twenty years ago, Koerner (1963) issued his scathing, indictment of teacher education in the Miseducation of American Teachers. Since that time there have been a host of similar ascerbic critiques. Lyons (1977) described the "puffed-wheat curriculum" of teacher education as a primary cause for the lack of academic rigor in schools. Time (1980) published "Help! Teachers Can't Teach" and Newsweek (1983) printed a tractate titled "Can the Schools be Saved?" In each case the low intellectual and performance abilities of education majors were highlighted and the deficient nature of teacher training programs were vividly described.

Enrollment drops in teacher education have seemingly accompanied the extreme public criticism of teacher training. Fewer persons are indicating an interest in teaching and fewer individuals are actually matriculating through formal training programs. Ohio's teacher training institutions for example, prepared 17,551 in 1973; in 1983 that number was 6,134. Similar conditions exist in other states. And the reduced enrollments, related more to market demand than teacher

education program quality, has had deleterious effects on the types of individuals selecting teaching as a career. Indeed Weaver (1979) found: "As market demand for new graduates in any given field declines, not only will the quality of potential students decline but also the quality of the applicant pool prepared to enter that field of study " (p. 32).

Recruiting more able prospective teachers will ameliorate only part of the teacher quality problem. Wholesale changes are also needed in the core curriculum for teacher preparation, in how teachers are rewarded and compensated for their pedagogical efforts, in how teachers are treated by administrators, and in how teachers are encouraged to grow and develop. This paper will focus primarily on making recommendations vis-a-vis teacher recruitment, but the other factors must be addressed if teacher quality and competence are to be significantly enhanced.

The authors have drawn their recommendations from two major recruitment studies (McGeever, 1982; Crabtree, 1983) and several recent articles on selection, retention and recruitment (Schlechty and Vance, 1983; Wimpelberg and King, 1983; Weaver, 1979; Hopfengardner, Lasley and Joseph, 1983). In addition, the University of Dayton has been engaged in an extensive recruitment program (cited in McGeever, 1982 and described in Hopfengardner, Lasley and Joseph, 1983) and the real problems associated with this recruitment effort have tempered, implicitly at least, some of the proffered suggestions advocated in the current literature.

A Review of Two Studies

Two major studies have been conducted during the past two years

to identify the recruitment practices of teacher training institutions. The first study (McGeever, 1982) was conducted on a statewide level, the second (Crabtree, 1983) had a national focus.

McGeever conducted a study in cooperation with the Ohio Department of Education to identify effective recruiting practices in Ohio's teacher preparation programs. All forty-eight Ohio teacher education institutions were surveyed. McGeever sought (1) to gather baseline data on the recruiting practices of teacher education units, (2) to identify model recruitment programs for teacher education institutions in the state of Ohio, and (3) to make recommendations for recruiting higher quality students into teacher education.

McGeever found that most institutions in Ohio do not have formal recruitment programs, though many do engage in informal recruiting efforts. Teacher recruitment in most Ohio institutions takes the form of disseminating brochures and mailing college catalogues. Typically students recruited are from local high schools, or at best, high schools within the state.

The most successful programs studied by McGeever offered some type of "personal touch." These "exemplary" institutions sent personalized letters to prospective candidates, conducted in-depth telephone conversations and often encouraged campus visitations.

Two problems identified by McGeever in his study related to the effectiveness of the recruitment effort. Specifically: (1) To what degree are high quality students really encouraged to enter the training program and of those students who are "recruited" what are their perceptions of teacher education following completion of their preparation? and, (2) Are they "quality" individuals pursuing teaching as a life-long (or even short-term) career or are they receiving the

training and then pursuing some alternate career path?

Crabtree (1983) conducted a similar though broader scale study He surveyed 578 SCDEs currently holding institutional membership in AACTE. Crabtree attempted to determine the efforts of various SCDEs across the country to recruit students into preservice teacher education programs and to describe the attitudes and perceptions of teacher educators toward the notion of teacher recruitment.

Crabtree, like McGeever, found that most teacher recruitment efforts at colleges and universities are casual. Well over half of the respondents indicated that they did not have systematic recruitment programs. Further, the absence of formal recruitment efforts in these institutions was attributable primarily to budget constraints and an absence of qualified personnel. In fact, eighty-nine (89) percent of the institutions surveyed by Crabtree indicated that they did not have monies allocated for recruitment.

According to Crabtree, where recruitment efforts are evident, institutional representatives attempt, implicitly or explicity, to establish specific criteria for attracting potential teacher candidates. The primary recruitment criterion was related to an individual's (prospective teacher's) interest in a teacher training program. The second criterion was high school rank or student performance on the SAT/ACT. A final criterion included references from principals, teachers and university faculty members.

Scholarship programs and campus visitation programs were identified as particularly effective recruitment methods. Other efficacious techniques included the use of "salaried recruitors" and, particularly for traditionally Black institutions, the use of oral, more personalized presentations.

Endemic Problems

The literature on recruitment is extremely limited. Still, researchers and teacher educators interested in the subject of recruitment have identified significant problems that must be addressed before high quality candidates can be consistently encouraged to enter teaching. These problems will be discussed briefly before any attempt is made to outline recommendations for more systematic recruitment efforts. Indeed, until these difficulties are more adequately addressed, thoughtful, formal recruitment programs will experience limited success.

First, the quality of teacher training programs must be upgraded. Education courses must be sufficiently demanding to challenge talented, intellectually able students. Bright, prospective teachers will not be satisfied with simplistic approaches to the educational process. They will want course offerings that are grounded on more than conventional wisdom. Inquiry approaches should and must be more fully integrated into the curriculum to insure that students can examine and critique a variety of pedagogical and instructional approaches. Such approaches will also train prospective teachers to merge the theoretical with the practical. Enabling teachers to think and to use what they know, requires that teacher education move beyond puffed-wheat subject matter.

Second, conditions in most school militate against encouraging academically capable individuals from staying in teaching. Schlechty and Vance (1983) identify four specific circumstances that discourage bright career-oriented men and women from deciding to work in classrooms: (1) Most salary increases for educators (teachers) come within the first third of their professional lives. Just as others are begin-

ning to generate more income, teachers reach their peak; (2) There is a distinct absence of a differentiated career path in education - once a teacher, always a teacher; (3) Most schools do not enable collective problem solving or decision making. Administrators make the decisions, teachers follow them; and (4) Schools are organized around bureaucratic procedures and grounded in authoritarian management strategies. Classroom educators are ruled with a firm hand. Teachers are encouraged, on the other hand, to be nurturing and facilitative in their interactions with students. They are treated one way but expected to behave toward students in another. The paradoxical nature of these perspectives makes teacher professional growth cumbersome and, at times, fatuous.

Finally, enrollment needs in teacher education institutions make a focus on quality difficult. For example, if institutions decide to recruit and admit only high ability students, close to half of the prospective teachers currently enrolled would be retained or denied admission--see Schlechty and Vance (1983) for a more detailed discussion of this possible circumstance. To avoid an "enrollment crisis" it appears that institutions may have to continue to accept a wide range of students. Recruitment efforts, though, can and should be geared at identifying the "able" and less focused on the "available."

A Recruitment Model

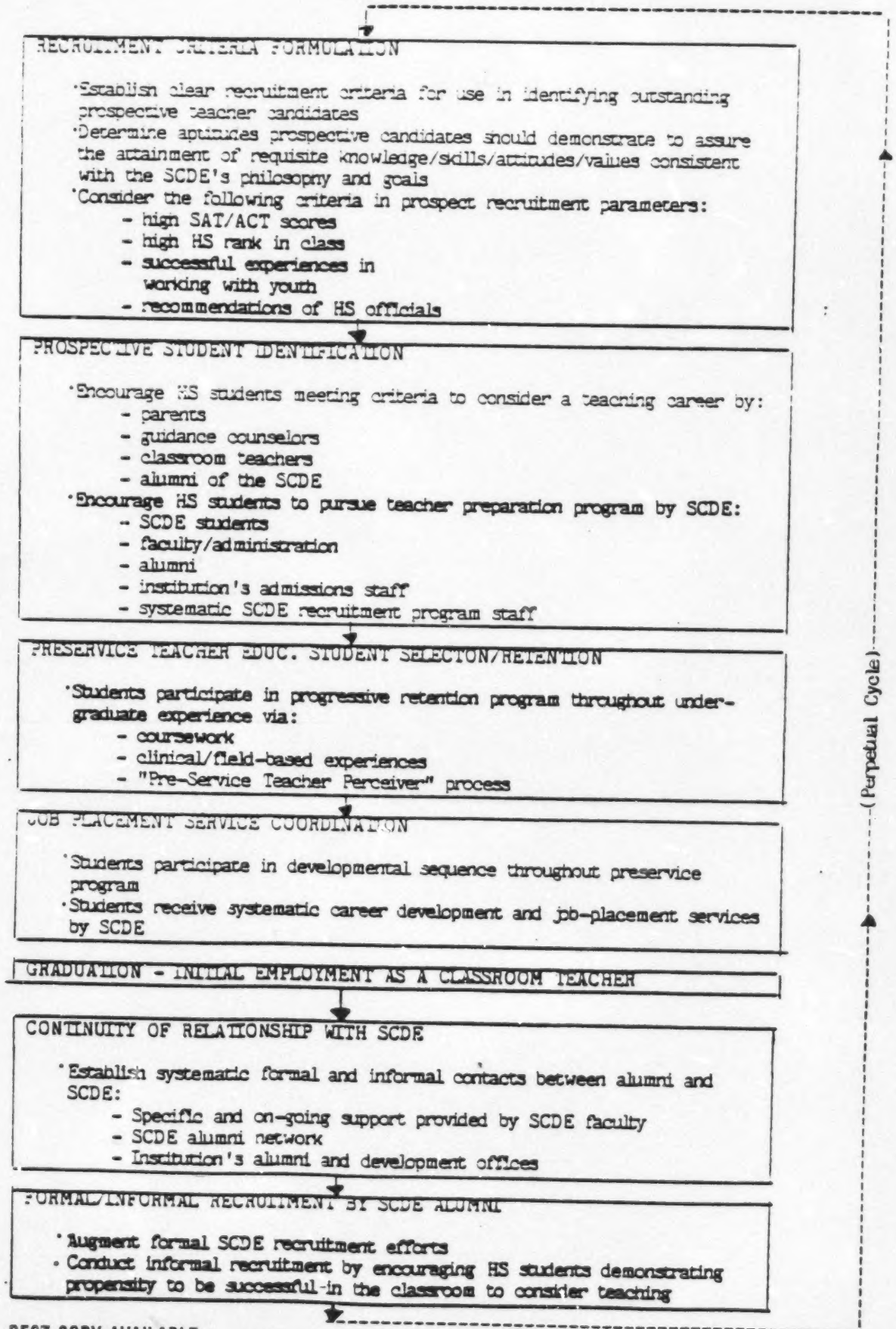
Effective recruitment plans must be systematic in nature and should be an integral part of the total teacher preparation program. Recruitment should be perceived as cyclical in order for the total education program to sustain its vitality. The program should reflect the ideological purpose of the SCDE, by attempting to attract

the kind of students who demonstrate the propensity to be successful in the preservice experience. This is contingent upon the SCDE identifying the knowledge, skills, attitudes/values it graduates will be expected to demonstrate as classroom teachers. Recruitment should be perpetual in nature so that the program's graduates will have a positive perception of their preservice experience and will encourage, in turn, high school students they feel have the propensity to succeed in teaching to consider pursuing a teaching career. Figure 1 represents an idealized form of a recruitment continuum.

The process begins with identification and formulation of recruitment criteria. Institutions may perceive that it is most desirable to recruit students with high academic abilities, for example, and identify students with high SAT/ACT scores or excellent high school class rank. Other institutions might stress the experimental and actively seek to find students who enjoy working with children and who already have an established record of positive formal and informal experiences with children.

Following the formulation of recruitment criteria, teacher educators must begin to identify those students who can demonstrate the knowledge and skills requisite for successful teaching. Such an identification process necessitates increased intra-institutional dialogue and trust. Teacher educators must talk to their own admissions staff to determine who is applying. The applicant pool is a primary source of candidates (see Appendix A). Increased communication is also needed, though, between colleges/universities and the various significant others (high schools, alumni) involved with potential teacher candidates. The significant others provide not only basic information about an individual but can also identify

FIGURE 1
RECRUITMENT MODEL


RECRUITMENT CRITERIA FORMULATION
·Establish clear recruitment criteria for use in identifying outstanding prospective teacher candidates
·Determine aptitudes prospective candidates should demonstrate to assure the attainment of requisite knowledge/skills/attitudes/values consistent with the SCDE's philosophy and goals
·Consider the following criteria in prospect recruitment parameters:
- high SAT/ACT scores
- high HS rank in class
- successful experiences in working with youth
- recommendations of HS officials
PROSPECTIVE STUDENT IDENTIFICATION
·Encourage HS students meeting criteria to consider a teaching career by:
- parents
- guidance counselors
- classroom teachers
- alumni of the SCDE
·Encourage HS students to pursue teacher preparation program by SCDE:
- SCDE students
- faculty/administration
- alumni
- institution's admissions staff
- systematic SCDE recruitment program staff
PRESERVICE TEACHER EDUC. STUDENT SELECTON/RETENTION
·Students participate in progressive retention program throughout undergraduate experience via:
- coursework
- clinical/field-based experiences
- "Pre-Service Teacher Perceiver" process
JOB PLACEMENT SERVICE COORDINATION
·Students participate in developmental sequence throughout preservice program
·Students receive systematic career development and job-placement services by SCDE
GRADUATION - INITIAL EMPLOYMENT AS A CLASSROOM TEACHER
CONTINUITY OF RELATIONSHIP WITH SCDE
·Establish systematic formal and informal contacts between alumni and SCDE:
- Specific and on-going support provided by SCDE faculty
- SCDE alumni network
- Institution's alumni and development offices
FORMAL/INFORMAL RECRUITMENT BY SCDE ALUMNI
·Augment formal SCDE recruitment efforts
·Conduct informal recruitment by encouraging HS students demonstrating propensity to be successful in the classroom to consider teaching
(Perpetual Cycle)

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persons of outstanding potential who may not have exemplary credentials.

The four remaining steps in the recruitment process focus on enabling the growth of, securing employment for and receiving feedback from the individual who has been recruited. Once admitted to the professional education program, teacher educators have a responsibility to help recruited individuals acquire the relevant professional skills and to assist them as they embark on a teaching career. Certainly not all recruited individuals will continue professional training; some may drop out or be encouraged to select other fields. The process of selecting potentially excellent teachers can be refined, though. The next section suggests the initiative should rest with teacher educators, not teacher candidates.

Case Study: A Recruitment Model

In this section the authors will provide a more descriptive outline for the recruitment model. Detailed suggestions with regard to its implementation are included in Appendix A. This outline represents the model developed by the University of Dayton School of Education. Phases I and II are taken from "Recruiting Preservice Teacher Education Students" (Hopfengardner, Lasley and Joseph, 1983). The model is based on the premise the SCDE's program should augment, not supplant, the institution's recruitment program.

Phase I entails planning efforts and program development. Teacher educators involved in this phase of recruitment must identify the human and financial resources necessary for creating a comprehensive recruitment effort. Who can and should be involved? What tasks should they perform? Lines of communication need to be opened and relevant significant others must be contacted and encouraged to participate.

Phase II is the implementation phase. Prior ties must be set and recruitment goals established. Specifically: Do recruitment priorities reflect the needs of the institution? And, who should be recruited and how many potential candidates should be contacted? Timelines should be detailed and the available consultative services identified. If adequate resources are to be available, persons responsible for recruitment efforts must establish clear procedures for processing information and assigning tasks. The implementation phase focuses on identifying and communicating with relevant individuals who can support recruitment efforts.

The final phase occurs when the recruitment program is operationalized. The names of candidates are recorded and "banked." Pertinent information is solicited from admissions officials and significant others. Mailing schedules are outlined and personalized letters are sent. Candidates are brought to campus and encouraged to meet with faculty and visit classes. Appendix A provides more information on the factors involved in this phase of the recruitment program.

Recommendations

Based on the research studies, the current literature, and using the findings emerging from the recruitment efforts at the University of Dayton, the authors have identified seven recommendations for teacher educators to consider in developing a formal, systematic recruitment program. These recommendations establish a framework for the development of an effective recruitment effort and should assist other institutions as they initiate recruitment programs.

(1) Teacher recruitment should begin with the identification of relevant "teacher excellence criteria." That is: What essential characteristics should a prospective teacher candidate possess in

order to excel in teaching? Institutions should establish recruitment criteria and then actively recruit in accordance with those specifications. Most institutions have prescribed knowledge, skills, attitudes and values (KSAVs) - recruitment criteria should be consistent with these KSAV specifications.

(2) Teacher recruitment should include some type of "personal touch." This personal touch may entail sending a personalized letter, engaging in an in-depth telephone conversation with a prospective student, or bringing a prospective teacher to campus. (Telephone solicitations, however, should be avoided as initial contacts.)

(3) Teacher recruitment should include some form of campus visitations. That visit entails an opportunity to attend classes and to meet with faculty members, administrative representatives and teacher education students.

(4) Teacher recruitment efforts should be a joint enterprise, entailing the cooperation of both school of education faculty and admissions office personnel. The ideal situation is to have the admissions office determine prospective students. Teacher educators can use this list to identify persons who might be contacted regarding the possibility of teaching as a career choice.

(5) Teacher recruitment should be a formalized, well-coordinated effort. Budget monies should be allocated and personnel time allotted. Informal recruitment efforts with catch-as-catch can programming produce modest and often negligable results.

(6) Teacher recruitment efforts are enhanced, particularly the recruitment of high ability students, if scholarship monies can be made available for persons demonstrating a potential for excellence in the classroom.

(7) Teacher recruitment should be directed at students who have an interest in teaching as both a life-long profession and short-term career. Some bright students may not be willing to stay in teaching for prolonged time periods, but that should not preclude their involvement or limit teacher educator efforts to recruit them.

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Appendix A

PHASE I: Planning Factors

The following factors need to be considered in the initial planning phase:

1. Resources: Human and financial resources need to be appraised to determine the possible comprehensiveness of the recruitment plan. Resources to be considered include:
   - Identifying currently enrolled students who can be trained to assist with record keeping, typing, word processing, contacting prospective recruits, and conducting campus visitations.
   - Determining task assignments for SCDE administration, faculty, and staff.
   - Encouraging the various academic departments to become involved in the total program planning and to participate directly in the recruitment of teacher prospects for their areas of study.
   - Soliciting the offices of development and student financial aid to provide sufficient financial aid to certain students enrolling in the SCDE.
   - Soliciting the office of alumni relations to identify loyal and successful alumni to serve as a network for recruiting efforts.
2. Communication: Certain communication links need to be established and maintained. These include:
   - Establishing relationships with the institution's office of admissions, alumni groups, high school counselors, and prospective employers of graduates.

- Communicating the formalized recruitment program in a detailed annual plan to be submitted to the institution's key administrators and all others directly or indirectly involved in recruitment efforts.

3. Technology: Word processing assistance should be identified to expedite and enhance the appearance of correspondence. Computerized record keeping will facilitate access and retrieval of student recruitment data and correspondence.

PHASE II: Implementation Factors

The following need to be addressed in implementing the recruitment program:

1. Priorities: Determine whether recruiting priorities should reflect the needs of the institution or be in response to the demands of the education profession in terms of both supply/demand projections and desired competencies of practitioners.
2. Goals: Establish realistic annual recruitment goals, in terms of both numbers and quality of students.
3. Communication: Identify representatives of both the SCDE and the office of admissions to serve as liaisons between these two units to assure the establishment and operation of the planned recruitment program.
4. Consultative Services: Identify specific consultative services to be provided by the office of admissions. Information essential to a successful recruitment program includes (a) lists of prospective students (from a student search service) within specific parameters established

by the SCDE (e.g. geographic location of home, academic and personal qualifications, career goals, and teaching field preference); and, (b) lists of strong feeder high schools to the institution.

5. Procedures: Establish specific procedures and timelines to facilitate the flow of information to recruits. These procedures should be consistent with those employed by the office of admissions.

6. Review: A plan for the annual review of the recruitment program should be developed. The plan should include the determination of cost effectiveness of specific program components.

PHASE III: Operation Factors

The following sequential activities need to be considered to augment and coincide with the annual recruitment plan for the University's office of admissions:

1. Determining Prospect Pool Parameters:

   - Develop system for recording names in pool bank.
   - Record names and pertinent information for teacher prospect names acquired through inquiries and from contacts by University's admissions staff.
   - Consider the following criteria when establishing the parameters for Search names to purchase: (1) SAT/ACT scores; (2) high school GPA and rank in class; (3) category of high school as feeder to the University (4) geographic location of prospect's home; (5) job supply/demand status per geographic area; and, (6) teaching field interest of the prospect.

2. Receiving Prospect Names from Search and Other Sources:
   - Quality control to include: (1) cross-check for duplication of names in pool bank; and (2) elimination of those names already rejected by the University.
   - Indicate source of names in pool bank (e.g., Search list, personal inquiry, and college night card reply).
3. Developing Data Retrieval System:
   - Record names and addresses on diskettes of word processor.
   - Print letter-quality one page letters to each prospect and parents.
4. Developing Mailing Schedule:
   - Mail letters to prospects.
   - Seven (7) days later mail letters to parents.

   NOTE: During times preceeding overnight visitation programs, invitations are enclosed in letters to both prospects and parents.
5. Responding to Replies from Prospects and Parents:
   - Letter sent to prospects and parents responding to specific questions. An invitation is extended to visit School of Education at their convenience, or preferably as part of special overnight prospect/parent visitation programs.
   - Telephone call by trained and supervised student to prospect or parent in reply to specific questions.
6. Recording Information Regarding Prospect/Parent Contact:
   - Content of all contacts with prospects and parents is systematically recorded for future reference and for

cost effectiveness studies.

7. Responding to Replies to Invitation to Visitation Program:

- Letters of confirmation sent to prospects, together with registration materials and program information regarding visitation.
- Telephone calls by trained and supervised students made to prospects who have not returned registration form.

8 Planning Visitation Program:

- Prospect and parents check-in at local conference.
- Carefully selected students and faculty serve as hosts/ hostesses for welcome.
- Program content includes:
  - Informal presentations by alumni, students, faculty, deans, and admissions/financial aid staff.
  - Informal sessions by chairpersons of departments in which students are interested.
  - Informal dinner.
  - Recreation sessions for prospects conducted by students. Parents meet informally with deans.
  - Prospects spend overnite at conference center under supervision of graduate assistants. Parents reside on own at local motels.
  - Students are transported in morning to campus.
  - Scheduled activities include tour, class visitations, meetings and lunch with students and faculty. Appointments are also available with admissions and financial aid staff. Parents may accompany prospects

or meet with faculty and administrators.

9. Monitoring Status of Prospects:

- Print-out received monthly from Office of Admissions indicating names of prospects who have: (1) applied: (2) been accepted or rejected; (3) paid University deposit.
- Numerical data are compared with previous year.
- All appropriate information is shared with appropriate department chairpersons.

  NOTE: Special attention is given to name of "accepted" prospects in attempt to convert these to "paid" status.

  - In addition to letters sent by Director of University Admissions to "accepted" and "paid" prospects, a letter-quality word processed letter is sent by the appropriate department chairperson to prospect at time of being accepted and payment of deposit.
  - Carefully planned telephone calls by trained students and appropriate department chairpersons are made to prospects who have been accepted but have not submitted deposit after a specified time.

10. Advising Services by School of Education:

- Student advising prior to first semester and during enrollment is considered crucial to student holding power.
- "Pre-Service Teacher Perceiver" (Selection Research, Inc.) is administered to freshmen during initial semester, and used developmentally throughout the undergraduate program.

- Students participate in progressive retention program throughout their undergraduate career.

11. Maintaining Program Vitality:
    - School of Education faculty, staff, and students are continually involved in total recruitment process, thus developing a high level of personal ownership.

12. Evaluating the Program:
    - School of Education faculty and University Office of Admissions staff meet regularly to assess program effectiveness and efficiency.
    - Freshmen are asked to respond to a survey regarding recruitment program effectiveness.
    - Program cost effectiveness is studied annually.

NOTE: PHASE III is deficient in the University of Dayton model, pending development of a vital initial step: the determination of valid criteria to identify prospective students possessing the aptitude to develop the knowledge/skills/attitudes/values deemed essential by the School of Education for its graduates to demonstrate effectiveness in teaching.